DOCUMENT RESUME

ED 109 834 EC 073 085

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TITLE A Handbook for Employment Orientation Teachers of Special Needs Students.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE Oct 73
NOTE 37p.; For related information see EC 073112

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Exceptional Child Education; *Handicapped Children; Prevocational Education; Program Descriptions; *Program Development; Secondary Education; Vocational Adjustment; *Vocational Education; Work Attitudes

ABSTRACT

Described are the rationale for and development of employment orientation programs for handicapped secondary students in New Jersey. Background information (including operational definitions of handicapped children and a review of the historical development of special education) is provided. It is explained that the employment orientation programs, which emphasize appropriate work habits and attitudes, consist of two parts: a simulated work phase and basic skill training for specific vocational areas. Discussed is the importance of a total career development approach from kindergarten through high school, and cited are examples of New Jersey vocational secondary programs (including integrated programs and sheltered workshops). A final section touches on basic principles of teaching the handicapped child. (CL)

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# A HANDBOOK

# FOR

# EMPLOYMENT ORIENTATION TEACHERS

# OF

# SPECIAL NEEDS STUDENTS

EC079005

State of New Jersey
Department of Education
Division of Vocational Education
Bureau of Special Needs Education

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# A Handbook For Employment Orientation Teachers of Special Needs Students

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October 1973

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PREFACE

Our National Vocational Advisory Council tells us that all pupils should become part of the "Mainstream". For those who early in life have been labeled as "different" and for those who have rejected, or have been rejected by standard educational fare, Employment Orientation offers an alternate effective route.

We in Special Needs education have long been convinced that Employment Orientation is the frequently missing link in that sector of Career Education between programs of vocational awareness and skill-area training. Employment Orientation, being a preventative rather than a cure, should occur before the disenchanted pupil reaches the age at which he can legally drop out of school. Also being motivational and evaluational, it should be scheduled before the pupil makes a firm career choice.

Although the Employment Orientation Program has grown rapidly in New Jersey, it is felt that more information should be provided about it. Mr. Gershon has presented here valuable and pertinent information - particularly for those whose interest lies in the "handicapped" rather than the "disadvantaged" side of the Special Needs thrust.

John R. Wyllie, Director
Bureau of Special Needs and
Cooperative Education
Division of Vocational Education

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# CHAPTER I

## INTRODUCTION

### Background of the Problem

There has long been a great need in the field of special education for a better way of presenting career information to the handicapped child. The vocational training of the special education student has been left for someone else to do, and it has not been done. A recent development in the education of these students has been the introduction of the Employment Orientation Program. This type of approach has been developed at several levels, each of which is intended to serve the particular needs of the special-education and, in some cases, disadvantaged student. Vocational programs for the handicapped have been developed in New Jersey under the direction of the Bureau of Special Needs, State Department of Education, Vocational Division.

Pilot Employment Orientation Programs were initiated with funding provided by the Vocational Education Amendments of 1968. The purpose of the programs is to provide the Special Needs student with the opportunity to develop vocational, social, and personal competencies. Employment Orientation Programs can now be found in area vocational schools, comprehensive high schools, state and county correctional institutions, and various other settings.

Each program serves the needs of individuals who require some type of specialized vocational instruction, and each program presents special problems for the instructor. While a great deal of time and money has been devoted to the development of programs, very little attention has

been given to the training of personnel.

The employment Orientation Program is unique inasmuch as it requires an instructor with the background and understanding to teach the special needs student, and also the industrial and vocational skills to make the instruction realistic and meaningful. The instructor is the key factor in the success of any educational program, and the Employment Orientation Program is no exception.

This handbook represents an attempt to provide the vocational educator with the required information for developing the best possible approach for working with his students. The author also hopes that the special education teacher will find it useful in understanding the process of vocational education for the handicapped child.

The objectives of Employment Orientation Programs, as suggested by the Division of Vocational Education, are outlined below. They serve as a point of departure for developing individual objectives for students and programs.

## Objectives for Employment Orientation Programs

The Division of Vocational Education, New Jersey State Department of Education, has suggested the following objectives for the Employment Orientation Program.[1]

1. To motivate special needs pupils to remain in school.
2. To develop an understanding of job adjustment and the basic need to get along with the employer and fellow employees.

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[1]John Wyllie, *Employment Orientation: A Program of Simulated Work and Basic Skills Training.* Trenton, N.J.: Division of Vocational Education, New Jersey State Department of Education, 1969.

3. To develop vocational maturity.
4. To provide the special needs pupil a chance to experience success through developing his abilities rather than by emphasizing his disabilities.
5. To develop speed, accuracy, and endurance; all necessary elements of the world of work.
6. To develop proper work habits.
7. To develop self-evaluation in relation to the desired job.
8. To develop a willingness to adjust to regulations and restrictions present in the world of work.
9. To present an overall picture to each student of his or her strengths and weaknesses.
10. To provide a follow-up of meaningful skill training when the need has been identified through the pre-vocational screening process.

## Classification of Handicapped Children

The *Rules and Regulations Pursuant to Title 18A, Chapter 46, New Jersey Statutes*, suggest that handicapped children be classified by the following disabilities:

1. Mentally Retarded
2. Visually Handicapped
3. Auditorily Handicapped
4. Communication Handicapped
5. Neurologically or Perceptually Impaired
6. Orthopedically Handicapped
7. Chronically Ill
8. Emotionally Disturbed

9. Socially Maladjusted

10. Multiply Handicapped

The classification of handicapped children is the responsibility of the members of the child study team of the local school district acting jointly. The child study team shall include the following members: school psychologist, school social worker, learning disabilities specialist, school physician, and school nurse.

## Operational Definitions[2]

1. Mentally Retarded

   a. Educable

      A child shall be considered to be educable mentally retarded who: (1) performs on a standardized clinical test of intelligence within a range encompassing approximately one and one-half to three standard deviations below the mean, (2) gives evidence of limitation to a very low level of ability to think abstractly, and (3) gives evidence of less ability to function socially without direction than that displayed by his intellectually average peers.

   b. Trainable

      A child shall be considered trainable mentally retarded who: (1) performs on a standardized clinical intelligence test beyond three standard deviations below the mean and is unable to use symbols in the solution of problems of even low complexity, and (2) is unable to function well socially without direct and close supervision.

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[2]*Rules and Regulations Pursuant to Title 18A, Chapter 46, New Jersey Statutes*. Trenton, N.J.: New Jersey State Department of Education, 1970.

c. Custodial

A child who cannot give evidence to the basic child study team of understanding and responding in a positive manner to simple directions expressed in the primary communication of that child and who cannot in some manner express basic wants or needs due to mental retardation may be classified as "neither educable nor trainable."

2. Visually Handicapped

A child shall be classified as visually handicapped whose visual acuity with correction is 20/70 or poorer or who, as a result of some other factors involving functioning, cannot function effectively in a learning environment without a special educational program. A child will be classified as blind whose visual acuity, with correction, is 20/200 or poorer in the "better" eye and requires a knowledge of and skill in the use of Braille for educational purposes.

3. Auditorily Handicapped

A child shall be classified as auditorily handicapped when his residual hearing is not sufficient to enable him to understand speech and develop language successfully, even with a hearing aid, without specialized instruction. He is to interpret speech sounds as a result of approximately 70 or more average decibel loss in hearing in the "better" ear.

4. Communication Handicapped

A child shall be classified as having a communication disorder when his native speech or language is severely impaired to the extent

that it seriously interferes with his ability to use oral language to communicate and this disability is not due primarily to a hearing impairment.

5. Neurologically or Perceptually Impaired

a. Neurologically Impaired

A child shall be classified as being neurologicall, impaired as a result of an examination which shows evidence of a specific and definable central nervous system disorder. The procedure to determine such impairment shall be administered by a person qualified in the field of neurology. This disability shall be determined by the basic child study team to be related to the impairment of the educational functions of the pupil.

b. Perceptually Impaired

A child shall be considered to be perceptually impaired who exhibits a learning disability in one or more of the basic processes involved in the development of the spoken or written language but which is not primarily due to sensory disorders, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantages.

6. Orthopedically Handicapped

A child shall be classified as orthopedically handicapped who, because of malformation, malfunction, or loss of bones, muscle, or body tissue, needs a special education program, equipment, or facilities to permit normal learning.

7. Chronically Ill

A child shall be classified as chronically ill who, because of illness such as tuberculosis, epilepsy, lowered vitality, pregnancy, or other physical disabilities which are otherwise uncategorized, make it impracticable for the child to receive adequate instruction through the regular school program. In determining the classification of chronic illness, the school physician may make the medical examination himself or he may accept the medical report of another qualified physician.

8. Emotionally Disturbed

A child shall be considered to be emotionally disturbed when his behavior is characterized by a pattern of functioning which is so inappropriate as to call attention to itself and which severely limits the individual from profiting from regular classroom learning experiences or severely hinders other pupils in the classroom from profiting from regular classroom learning experiences.

9. Socially Maladjusted

A child shall be considered to be socially maladjusted when his pattern of social interaction is characterized by conflicts which cannot be resolved adequately without the assistance of authority figures, or when his behavior is such as to interfere seriously with the well-being or the property of those with whom he associates. The socially maladjusted child exhibits his maladjusted condition chiefly in his persistent inability to abide by the rules and regulations of social structure.

10. Multiply Handicapped

A child shall be considered to be multiply handicapped who, after proper identification and classification according to these rules and regulations, is found to qualify in any two or more categories of the handicaps described in Chapter 46 of Title 18A.

The *Vocational Education Amendments of 1968, Rules and Regulations*, define handicapped as:[3]

103.2 (o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicap and who for that reason require special educational assistance or a modified vocational or consumer education program.

102.4 (b) Objective of Instruction

(1) Vocational instruction shall be designed as: (i) Instruction related to the occupation or occupations for which the students are in training. That is instruction which is designed, upon its completion or upon completion of a cluster of closely related occupations in an occupational field, to prepare for at least entry level employment. Such instruction shall include classroom-related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience and may be provided to serve:

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[3]*Vocational Education Amendments of 1968, Rules and Regulations*, P.L. 90-576. Washington, D.C.: Government Printing Office, 1968.

(a) those who will require pre-training to increase their chances for success in regular vocational education programs,

(b) those preparing to enter an occupation upon completion of the instruction, or

(c) those who have already entered an occupational area but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

This section has explained the definitions of the types of handicapped children we are concerned with. In developing programs for any one of these groups, the instructor must evaluate the individuals he will be working with and consider their individual educational needs.

# CHAPTER II

## NATURE AND NEEDS OF THE HANDICAPPED

### Historical Development of Special Education

In order for the vocational teacher of the handicapped to obtain a perspective applicable to the children he is to teach, it will be helpful for him to understand the work that has been done in the education of the handicapped during the developmental years of this field. This section has been included to give teachers a condensed review of the historical development of special education.

During the latter part of the eighteenth century, a French philosopher and physician, Jean Marc Itard, working at a school for the deaf, discovered the "wild boy of Aveyron."[4] This boy, about twelve years of age, was captured in the forest of Aveyron, and resembled a wild animal more than a human being. He was unable to speak or react in any other way similar to a human being. Itard initiated an extensive training program for the boy to demonstrate to the world the educability of an idiot through the training of the senses. After five years of trying to educate this boy, he gave up, but the French Academy of Science decided that Itard had made a significant contribution and requested that he publish a report on the experiment. The work that he produced is considered a classic. *The Wild Boy of Aveyron* is still read by students of special education.

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[4]Jean Marc Itard, *The Wild Boy of Aveyron*, trans. by George and Muriel Humphrey. New York: Appleton-Century-Crofts, Inc., 1932.

Edward Seguin, a student of Itard's, became interested in the future potentialities of the mentally retarded. He devoted his whole life to their training and treatment. In 1846, he published his first book, *The Moral Treatment, Hygiene, and Education of Idiots, and Other Backward Children.*[5] He later came to the United States and became superintendent of the Pennsylvania Training School for Idiots. In 1866, he wrote a second book which dealt with the philosophy of the education of the retarded.[6]

In 1897, Dr. Maria Deteressa Montessori began her studies of the mentally retarded. Through the construction of her own materials, she taught a number of retarded to read and write so well that they were able to perform at normal level. In 1907, Montessori opened a school to educate young normal children of working mothers. Self-evaluation was the key factor in the development of the Montessori system. The activities were so developed and designed that the children taught themselves while the teacher served to supervise the learning. Today we are still using some of the same materials she developed. The so-called "didactic" materials consisted of twenty-six different items which were used to train children through the use of all of the senses. Montessori used many of the things that children were familiar with in their own world. She also was involved in the use of gymnastics and

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[5]Edward Seguin, *The Moral Treatment, Hygiene, and Education of Idiots, and Other Backward Children.* Paris: J.B. Baillière, 1846; reprinted: New York: Columbia University Press, 1907.

[6]Edward Seguin, *Idiocy: And Its Treatment by the Physiological Method.* Albany, N.Y.: Brandow Printing Company, 1866; reprinted: New York: Columbia University Press, 1907.

exercises; she felt that these experiences were helpful in developing learning.[7]

Alfred Binet is known for constructing the age scale for testing intelligence.[8] Binet set out to diagnose public school children, and to differentiate the higher grade mentally defective from the average child. This was also a key factor in the organization of public school classes for the mentally retarded. This identification was accomplished through diagnoses consisting of psychological examinations of children. He was one of the first of the investigators of the mentally retarded to speak about making them socially and vocationally adequate rather than public charges in institutions.

Following Binet in the area of occupational awareness for the mentally retarded was Alice Channing.[9] Her surveys of the occupational status of mentally retarded children indicated that the occupations which mentally handicapped children obtained and held were at the adult level of the type that were mostly unskilled and semi-skilled. These jobs required little or no vocational training. Channing's study was just one of many such investigations which pointed to the needs of the handicapped in the area of vocational training.

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[7]Maria Deteressa Montessori, *The Montessori Method*, trans. by A. E. George. New York: Frederick Stokes, 1912.

[8]Alfred Binet and T.Simon, *Mentally Defective Children*, trans. by W. B. Drummond. New York: Green and Company, 1914.

[9]Alice Channing, *Employment of Mentally Deficient Boys and Girls*, United States Department of Labor, Children's Bureau Publications. Washington, D.C.: Government Printing Office, 1932.

In 1947, Alfred Strauss and Laura E. Lehtinen published a book on the education of a particular type of mentally handicapped child, the brain-injured.[10] They defined for the first time a syndrome of defects that had never quite been identified before. There are many such classes now in operation in New Jersey which attempt to educate this type of child. This child, like the educable retarded and other handicapped, must be educated toward the world of work. Many of the teaching methods developed for the educable retarded will be effective with the brain-injured.

Before leaving the discussion of the historical development of programs and services for the handicapped, a word must be said for residential schools. The types of schools we have in the United States can be directly traced to the work of Itard and others of his time. The first schools in the United States were developed as experimental programs to test the methods of Seguin and Itard. They often attempted to cure the retardation rather than educate the child.

The first day-school classes for the retarded were established in Providence, Rhode Island, in 1868. These school classes represented an attempt to educate the retarded child within the community. Today many special education classes are moving in the direction of integration with non-handicapped students. The continued institutional care of the retarded presents a great financial burden to both the community and to the individual parents of the handicapped child. The day-school special education program offers many advantages over institutional care.

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[10]Alfred Strauss and Laura E. Lehtinen, *Psychopathology and Education of the Brain-Injured Child.* New York: Grune and Stratton, 1947.

The most significant development in New Jersey, in recent years, has been the introduction of legislation which provides for the mandatory education of the special student. Chapter 46, Title 18A, New Jersey Statutes, provides for 50 percent state funding of all programs and services provided by the public school district. This keeps the support and supervision in the hands of the Department of Education and helps control the services provided by the local districts.

The 1968 Vocational Amendments provide that 25 percent of all funds spent from that Act go toward programs for the "special needs" students, 15 percent to the disadvantaged, and 10 percent to the handicapped. These funds have led to the development of many pilot projects which provide vocational education for the special education student. This is only the beginning; we are just becoming aware of all the types of programs that can be opened to the special education student.

## Characteristics of the Mentally Handicapped Child

At the present time, the greatest number of handicapped children in public school classes are in the category of the mentally retarded. In order for the vocational teacher to begin to plan programs for these students, as well as other types of handicapped children, he must have some insight into their characteristics.

Herbert Goldstein suggests that the intellectural characteristics of the educable mentally retarded are very similar to those of normal peers in that they follow the same developmental sequence.[11] The dif-

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[11]Herbert Goldstein, *A Curriculum Guide for Teachers of the Educable Handicapped*. Springfield: Illinois Department of Public Instruction, 1958, p.6.

ferences that exist are not so much in the kind of characteristics as they are in the rate and degree with which they develop. They have a much slower rate of learning than their normal peers, and rarely learn as much in the academic area. These children require and seek love, security, recognition, and a sense of belonging.

The teacher must also understand the emotional environment outside of the classroom. The child often lives in an environmental vacuum which does not contribute to his growth.

In terms of physical growth, the educable mentally retarded also follow the same sequence as their normal peer group. As a group, they are sometimes inferior in size and in coordination. Often the environmental conditions of the nome and community contribute to the handicapping conditions and further retard the mental and physical growth of the child.

In developing programs for these children, the teacher must consider the individual needs of each student in the program. Those aspects of the handicapping conditions that restrict the learning and occupational experiences must also be dealt with on an individual basis.

TABLE 1

PROJECTED PROGRAM ORGANIZATION VOCATIONAL EDUCATION
FOR PUPILS WITH SPECIAL NEEDS

| Elementary special education classes | Intermediate school classes | Junior high classes | Senior |
|---|---|---|---|
| Technology for children program | Integration into:<br>Home Economics<br>Industrial Arts<br>World of Construction<br>Employment Orientation Programs | Employment Orientation Program<br>Work-Study<br>Coupled Work-Study<br>Work Experience Career Exploration Program<br>Introduction to Vocations Program<br>Modified Regular Programs<br>Integration into regular vocational programs<br>Mobile Education<br>Career Exploration Clubs | Employme Progra<br>Cooperat Educat<br>Modified<br>Integrat tional Econom Educat Cooper<br>Area-Voc Progra a. b. c.<br>Shared-T<br>Mobile E |

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# CHAPTER III

## PROGRAM DEVELOPMENT

### The Career Development Approach

It is suggested that Employment Orientation be considered as part of the total career-development approach to the education of the special education student. As such, vocational education begins soon after the child enters school or as soon as the disability has been identified. From this point in his educational development, until he actually enters the world of work, the school must strive to bring the child to some functioning level.

The New Brunswick Public Schools are currently participating in a career-development program that involves students from the kindergarten level to the senior year in high school. Through this program, the special education student is integrated wherever possible.

The first step in the career development program is the Technology for Children Program, which utilizes a hands-on, multi-sensory approach to learning. The students are involved in technological activities and academic lessons. Experiences are designed to offer a variety of learning situations in clusters of occupational areas. The program provides an educational climate in which the youngsters will accept work as a necessary and vital part of human endeavor.

The second step on the ladder is the Introduction to Vocations Program, which is designed to provide the student with a sense of occupational awareness. This program helps the student in the development of more realistic career planning.

The third step on the ladder and the prime target of this handbook is Employment Orientation. This program does not require a student to receive training for one particular job. Instead, the student receives training in basic skills which can give him entry-level ability for many areas of employment. The program is unique inasmuch as it consists of two parts: (1) the simulated work phase, and (2) the basic skill training phase. This type of organization presents a very special problem to the teacher since he often must teach the simulated work, basic skills training, and some degree of the related academic work. The following is a description of the type of program found in the Piscataway Public Schools.

*Phase 1. Simulated Work.* The simulated work phase basically is the creation of the actual working environment of industry with all its conditions, demands, and expectations. A student in such an environment is made to feel that he is on the job rather than in school. Consequently, students in the simulated work phase of the program usually are not working as separate entities unto themselves but rather are assigned tasks which are part of a larger endeavor. In other words, students work together in a structured environment.

All throughout the simulated work phase, the emphasis of the instructor is on work habits and attitudes. The instructor's objective is to equip the students with sound industrial habits and attitudes necessary for job entry.

John R. Wyllie, Director of the Bureau of Special Needs and Cooperative Education, New Jersey State Department of Education, has suggested that the main emphasis of the simulated work phase be on realism. Students should be processed through the various work stations and their

performances should be evaluated. Positive work habits and attitudes on the part of the student should be rewarded by promoting such an individual to supervisory status, quality controller, or plant foreman. This phase also allows the students to inventory the various skills and aspects of a given vocation. In addition, it will enable the student to make a sounder judgment as to which vocational field he wishes to pursue.

After a student has experienced the simulated work phase, evaluation is then made with the student as to which area suits his ability and his interests. It is at this juncture that the student makes the transition from the simulated work phase to basic skill training in a given area.

*Phase 2. Basic Skill Training.* The second phase attempts to prepare him for the world of work by providing more direct instruction in the given cluster area the student wishes to follow. Because of their disabilities, the special education student requires a much longer period than the non-handicapped individual. The teacher must develop an individualized training program for each child in the group. The objective of this aspect of the program is to develop a salable skill for future employment in one of the cluster areas. When the student has acquired all of the basic skills of a given vocational area, he is ready to advance to one of the following vocational programs:

1. On-the-job placement within one of the three levels of cooperative industrial education programs.
2. Integration into a regular vocational education program.

3. High school graduation followed by direct entrance into the world of work.

4. Placement in one of the vocational programs found in an area vocational school.

5. Placement in a sheltered workshop upon the termination of the student's education career.

6. Placement in a residential vocational training center.

Another approach is the Cooperative Industrial Education Program, which provides the special needs student with on-the-job training under the supervision of the school's coordinator. This program often follows the type of Employment Orientation Program which was described in this chapter. It also serves to provide work experience for behavior modification. It helps the special education student develop a more positive and realistic perception of himself in the world of work. Another aspect of the Cooperative Industrial Education Program is the related instruction, which is usually one-half of the student's time. There are several levels and types of cooperative programs, each designed to meet the needs of the students in the school and the labor market of the area.

The following chapter deals with the secondary-level vocational programs for the handicapped. However, without a total career-development approach starting in kindergarten and progressing through high school, these programs are made much more difficult. Table 1 represents a complete career-development approach to the education of the handicapped child.

## Vocational Education--Delivery Systems for the Handicapped

There are several methods for providing vocational education for the handicapped child on the secondary level. Each of these delivery systems has its own style and meets differing needs of handicapped children. Ideally, every community should provide the services required for each child. However, this is not possible because of the cost of such education. The answer then seems to rest in the development of cooperative programs, either at the county, state, or regional level. Some of the programs currently in operation in New Jersey are described in this chapter.

### *Area Vocational and Technical High School Programs*

There are three types of vocational programs for special needs pupils in operation in area vocational schools in this state. Each one appears to be successful.

1. *Segregated Vocational Program.* Such a program is now in operation at the Bergen County Vocational School in Woodridge. Here, a satellite school was opened to serve the needs of over one hundred special education students. The school offers vocational training in the following areas:

Nurse Aide
Food Service and Preparation
Auto Service Attendant
Building Maintenance
Graphic Arts
Assembly Line Operations
Furniture Repair

2. *Integrated Vocational Program.* Such a program is currently in operation at the Burlington County Vocational School. This program involves over sixty students who are educable mentally retarded, brain

injured, or emotionally disturbed. The students are integrated into the total school program and all labels have been dropped. The students who are selected to enter as freshmen each year are invited to attend a three-week summer orientation program. During the orientation, psychometric devices are used to ascertain and develop information on their abilities and disabilities, interests, and general functioning levels in order to set up an individualized program, tailor-made to meet the needs of each student. An educational prescription is developed for each student. This prescription is both academic and vocational, providing for a truly prescriptive vocational education program. The school has available a full-time child-study team to assist the teaching staff in providing the students with all types of educational services. The four academic teachers are known to the students in the school by the subject areas they teach rather than calling them special education teachers. Students are currently enrolled in twenty-one of the twenty-five vocational areas in the school. They are identified only to the shop teacher, and the other students are not aware of their disabilities. Some of the programs include:

Appliance Repair
Auto Body
Automotive Mechanics
Beauty Culture
Building Trades
Commercial Art
Commercial Baking
Commercial Foods
Clothing Fabrication
Data Processing
Diesel Technology
Electrical Construction
Library Aide
Machine Shop Technology
Plumbing and Heating
Printing
Sheet Metal
Stationary Engineering
Welding

Other programs that will provide pre-vocational experiences include such programs as the Coupled Work-Study, which provides for work within the school or community and a period of related work in the classroom. The Work Experience Career Exploration Program (WECEP) provides for the

employment of fourteen- and fifteen-year-olds in jobs that are restricted to older students. A general policy should be adopted allowing the special education student to be integrated into any one of the vocational programs offered in that district. Business education programs and cooperative programs designed for the regular students might also be offered to the special education student if the child will benefit from the program.

*3. Combination Programs.* This type of program provides for the segregation of the special students within the same building or complex of buildings. The students are segregated until they are able to be integrated into the regular program. The Camden County Vocational School operates just such a program. The cluster shop concept is used to expose the students to the different vocational or occupational areas. The staff is able to evaluate the skills of the student in a sheltered environment and to help him select the proper vocational area for him.

This type of program provides the student with a transitional experience: helping him to move from the often segregated environment of the special education class to the integration of the vocational school.

*Shared-Time Vocational Program*

This program provides vocational education on a shared-time basis. This can be developed through an area vocational school or the facilities of a local school district. There is great flexibility in the structure of shared-time programs. One currently in operation at the Burlington County Vocational School runs from 3:45 to 6:30 daily. The students attend their local schools for part of the day and use the vocational shops between the day and evening programs. This suggests the maximum use of the facilities. The students are cycled through several shops until they are able to select

a suitable program. This is also an effective means of helping the special education child make the transition from the special class to the regular program.

*Residential Programs*

These programs provide care on a twenty-four-hour basis and vocational education to the special education student. Residential employment orientation programs may be found at centers for juvenile offenders or in correctional institutions. The state prisons and institutions for the retarded also have been providing this sound type of vocational training. These programs require much in the way of expanded services.

One of the outstanding residential vocational programs can be found at the Trenton School for the Deaf in New Jersey. The students at the school are given academic and vocational training as well as intensive rehabilitation services.

*The Sheltered Workshop*

The sheltered workshop is not part of public education except on those occasions in which such placement serves as a job station for pupils in cooperative programs. It serves the handicapped in one of two roles: (1) as a transitional placement for the student who needs help in adjusting to the world of work, and (2) as a terminal placement for those students who do not have the ability to function in the world of work within the normal population group. The sheltered workshop provides for evaluation, work adjustment, counseling, and guidance. However, it must be remembered that the sheltered workshop does not provide vocational training but vocational adjustment.

# CHAPTER IV

## TEACHING THE HANDICAPPED CHILD

When considering educational programs for the handicapped child, thought must be given to the individuality of each, and attention should be directed toward the development of a well-adjusted personality. In the past, more attention has been given to the simpler skills that are part of pre-vocational training. The "simpler" skills must be taught as part of the total career-development approach, but cannot be substituted for vocational training.

In the ordinary classroom, the mentally retarded child may differ greatly from the normal child in his motivation for learning. He is continuously exposed to intellectual competition in which he is inevitably the loser. This can be devastating to his adjustment and personality characteristics. The special education child also has a need for emotional security and he must feel that he is part of the group. The teacher must accept the child at his own level and plan for specialized instruction in terms of his own ability to achieve in the program.

The teacher should attempt to relate what the child is learning in school to his home environment. This makes him feel that there is a relationship between himself and the material he is learning. Always emphasize practical learning as contrasted with the theoretical learning that will often work with other children.

The teacher must break down each student's work into small units that will be on the level of the special education student. Long- and short-range objectives must be developed for each student and should be reviewed on an individual basis. The teacher is no longer teaching to

a class but to a group of very individual students.

The teacher might also try to assist the student in working by himself to educate himself. This will not work for every student, but should be considered for those who can function independently.

The process of developing vocational instruction for the handicapped child is by no means an easy task. The teacher must pull together every available resource at his command. It is the hope of the author that this handbook will interest the reader in visiting programs for the handicapped and thinking about what he can do to provide a better educational program for the special education students in his school district. This handbook does not have all the answers, but it is hoped that it will extend the reader's desire to investigate further the problems of teaching the special student.

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